

Gifford

SHIMER COLLEGE RECORD

Volume XLII Catalog Number Number 7

Shimer
College

**1951-1952
MOUNT CARROLL, ILLINOIS**











SHIMER COLLEGE

A FOUR YEAR COEDUCATIONAL COLLEGE
(GRADES XI TO XIV)

AFFILIATED WITH THE UNIVERSITY OF CHICAGO

NINETY-NINTH YEAR
1951-1952



*Member of the North Central Association of
Colleges and Secondary Schools*

*Member of the American Association of Junior Colleges
Member of the Association of Northern Baptist Educational Institutions
Member of the American Council on Education*

SHIMER COLLEGE RECORD

VOLUME XLII

NOVEMBER, 1950

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Act of August 4, 1947.

DIRECTIONS FOR CORRESPONDENCE

In the list below are names and addresses of persons to whom inquiries of various types should be sent. Unless otherwise indicated, all inquiries should be addressed to Mount Carroll, Illinois.

General Policy of the College

Aaron John Brumbaugh, President

Requests for Catalogs, Admission of Students

The College Admissions Counselor

University of Chicago

Chicago 37, Illinois

Questions Relating to:

Academic Work of Students

Social Regulations

Scholarships, Employment

Residence Halls

John H. Russel, Dean of the College

Requests for Transcripts of Records

A. Beth Hostetter, Registrar

Payment of College Bills

J. A. Fetterolf, Assistant Treasurer

The statements contained in the Shimer catalog are subject to change without notice.

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ACADEMIC CALENDAR

1951

WINTER QUARTER, 1951

January 2, Tuesday	Registration for Winter Quarter
January 3, Wednesday	Classes meet
January 29—February 3	Orientation period for mid-year entrants
February 5, Monday	Mid-year classes meet
March 16, Friday	Winter Quarter ends

SPRING QUARTER, 1951

March 26, Monday	Registration for Spring Quarter
March 27, Tuesday	Classes meet
May 30, Wednesday	Memorial Day, a holiday
June 9, Saturday	Spring Quarter ends
June 10, Sunday	Baccalaureate and Commencement

AUTUMN QUARTER, 1951

September 23, Sunday	New students arrive
September 24—October 2	Orientation, testing, registration
October 3, Wednesday	Classes meet
November 22-25	Thanksgiving holiday
December 21, Friday	Autumn Quarter ends

1952

WINTER QUARTER, 1952

January 2, Wednesday	Registration for Winter Quarter
January 3, Thursday	Classes meet
January 28—February 3	Orientation period for mid-year entrants
February 4, Sunday	Mid-year classes meet
March 14, Friday	Winter Quarter ends

SPRING QUARTER, 1952

March 24, Monday	Registration for Spring Quarter
March 25, Tuesday	Classes meet
May 30, Friday	Memorial Day, a holiday
June 14, Saturday	Spring Quarter ends
June 15, Sunday	Baccalaureate and Commencement

BOARD OF TRUSTEES

OFFICERS

SAMUEL JAMES CAMPBELL..... *President*
 ERNEST C. COLWELL..... *Vice-President*
 FRANCIS WEIDMAN..... *Treasurer*
 J. ARTHUR FETTEROLF..... *Assistant-Treasurer*
 A. BETH HOSTETTER..... *Secretary*

HONORARY TRUSTEE

W. A. MCKNIGHT..... *Aurora, Illinois*

MEMBERS

Term Expires, 1951

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 Claremont, California
 WILLIAM E. GOODMAN..... *Chicago*
 ERNEST C. COLWELL..... *Chicago*
 NATHANIEL MILES..... *Mount Carroll*
 MRS. BERNARD C. CLAUSEN.....
 Willoughby, Ohio

Term Expires, 1952

SAMUEL JAMES CAMPBELL.....
 Mount Carroll
 S. C. CAMPBELL..... *Mount Carroll*
 WILLIAM H. JACKSON..... *Chicago*
 EDGAR B. TOLMAN, JR..... *Chicago*
 MRS. CHARLES R. WALGREEN.....
 Chicago

Term Expires, 1953

MRS. CHARLES S. CLARK..... *Chicago*
 MRS. VICTOR H. MUNNECKE..... *Chicago*
 FRANCIS WEIDMAN..... *Mount Carroll*
 MRS. WALTER A. KRAFFT..... *River Forest*

Resident in Philadelphia

STANDING COMMITTEES

Executive

S. J. CAMPBELL, *Chairman*
 ERNEST C. COLWELL
 WILLIAM E. GOODMAN

Buildings and Grounds

NATHANIEL MILES, *Chairman*
 W. H. JACKSON
 MRS. C. R. WALGREEN

Finance and Investment

WILLIAM E. GOODMAN, *Chairman*
 FRANCIS WEIDMAN
 NATHANIEL MILES

Instruction

ERNEST C. COLWELL, *Chairman*
 EDGAR B. TOLMAN, JR.
 MRS. WALTER A. KRAFFT

Audit

S. C. CAMPBELL, *Chairman*
 MRS. V. H. MUNNECKE
 FRANCIS WEIDMAN

Resources and Development

EDGAR B. TOLMAN, JR., *Chairman*
 MRS. CHARLES S. CLARK
 MRS. WALTER A. KRAFFT

New Trustees

NATHANIEL MILES, *Chairman*
 ERNEST C. COLWELL
 MRS. V. H. MUNNECKE

ADMINISTRATION AND FACULTY
(1950-1951)

AARON JOHN BRUMBAUGH, Ph.D., *President*, 1950.

A.B., Mt. Morris, 1914; A.M., University of Chicago, 1918; Ph.D., University of Chicago, 1920.
Honorary Degrees: LL.D., Albion College, 1938; Manchester College, 1940; Bethany College, W. Va., 1943; L.H.D., Mount Union College, 1943.

A. BETH HOSTETTER, Ph.B., *Vice-President*, 1939, *Registrar*, 1949.
Humanities, 1918; *Acting Dean*, 1930-31; *Dean of Students*, 1931-34; *Registrar*, 1934-35; *Acting President*, 1935-36, 1938-39; *Dean of Students*, 1936-38; *Registrar*, 1936-44.

Ph.B., University of Chicago, 1907; University of Chicago, 1908-1911 and Summers, 1912 and 1922; study in Paris, Summer, 1911; Greek Division, European Summer School, Bureau of University Travel, 1923; European Travel, 1925-1926; Certificat d'assiduité from the Sorbonne, Paris, for months' graduate work in Latin Language and Literature, 1926; Columbia University, Summers, 1931 and 1937.

JOHN H. RUSSEL, Ph.D., *Dean of the College*, 1948; *Dean of Students*, 1950; *Language*, 1950; *Acting President*, 1949-1950.

A.B., Illinois College, 1931; M.A., Harvard University, 1932; Sorbonne, Paris, Summer, 1937; Middlebury College, Summers, 1938-1940; Ph.D., University of Chicago, 1943.

J. ARTHUR FETTEROLF, B.S., *Business Manager*, 1945; *Accounting*, 1948-1949.

B.S., University of Illinois, 1931.

RUBY BAXTER, A.M., *Mathematics*, 1927.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; University of Chicago, Summers, 1923 and 1939; Columbia University, Summers, 1931 and 1937; MacMurray College, Summer, 1942.

ELLEN JEANNETTE BIRNBAUM, M.A., *Biological Sciences*, 1950. *Psychological Sciences* and *Assistant in Testing Program*, 1948-1950.
B.S., University of Chicago, 1940; M.A., University of Michigan, 1941.

*MERLIN S. BOWEN, M.A., *Humanities*, 1950.

B.A., University of Chicago, 1939; M.A., University of Chicago, 1941.

EDNA BARR GIFFORD, *Typing*, 1949; *Secretarial Studies*, 1934-1942.

Special Commercial Certificate, Illinois State Normal University, 1928.

* Member of the Faculty, the College of the University of Chicago, on assignment.

RUTH REYNOLDS HINES, A.M., *Assistant to the Dean*, 1950; *English Deficiency (Reading)*, 1950; *Dietitian*, 1944-1948; *Dean of Students*, 1948-1950.

A.B., Rockford College, 1929; Illinois State Normal University, Summer, 1929; A.M., University of Missouri, 1942; University of Wisconsin, Summer, 1942.

MERRILL L. HUTCHINS, Ph.D., *Director of Religious Activities*, 1948.

B.A., Hardin-Simmons University, 1929; M.A., Georgetown University, 1941; B.D., Chicago Theological Seminary, 1942; Ph.D., University of Chicago, 1943.

MILDRED L. JAYNES, A.B., *Director of Equitation*, 1941; *Physical Education*, 1928-1941.

A.B., Carleton College, 1929; University of Minnesota, Summer, 1927; Paragon University Russian Ballet School, Summer, 1932; Northwestern University, Summers 1934 and 1935.

*ROBERT E. KEOHANE, A.M., *Social Sciences*, 1950.

A.B., William Jewell College, 1924; A.M., University of California, 1928; University of Chicago, 1929-1931.

*HAROLD E. KIRKBY, A.M., *Physical Sciences*, 1950.

S.B., Harvard College, 1940; A.M., Stanford University, 1943; Stanford University, 1948-1949 and Summers 1945-1947.

BLENDON A. KNEALE, *Arts*, 1940-1943; 1946; *Humanities*, 1950.

Minneapolis School of Art, Minneapolis, Minnesota, 1927-1931; Minneapolis Institute of Arts, Minneapolis, Minnesota, 1925-1931; Research artist and commercial designer for art publishers and lithographers, with agency and national advertising experience, 1932-1940; Bradley University, Summer, 1950.

JACQUELINE KRAMER, A.M., *Drama*, 1947; *Humanities*, 1950.

A.B., University of Michigan, 1943; A.M., University of Michigan, 1945.

**RUTH E. LAFANS, M.A., *Social Sciences*, 1949.

B.S., University of Minnesota, 1929; M.A., University of Minnesota, 1942.

LOUISE MACY, M.A., B.S. in L.S., *Librarian*, 1948.

A.B., Illinois Wesleyan University, 1928; M.A., University of Illinois, 1942; B.S. in L.S., University of Illinois, 1943.

D. ELDRIDGE McBRIDE, A.M., *Social Sciences*, 1944.

A.B., University of Chicago, 1937; A.M., University of Chicago, 1941; University of Chicago, 1943-1944 and Summer of 1945.

*Member of the Faculty, the College of the University of Chicago, on assignment.

**On assignment to the University of Chicago.

FRANK M. POOLER, B.Mus., *Voice, Humanities, and Director of Choir*, 1949; *Voice and Assistant in Chorus*, 1948-1949.

Special study in composition with the composer, Darius Milhaud, Mill College, Summer, 1947; B.Mus., St. Olaf College, 1948; University of Iowa, 1948-1949 and Summer, 1950.

MARIE WEINHARDT POOLER, B.Mus., *Piano and Organ*, 1949.

B.Mus., St. Olaf College, 1949.

MARCELLA ROBERTS, B.S., *Physical Education*, 1949.

B.S., Indiana University, 1947.

EDNA THOREN, A.M., *French*, 1925.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago, Summer, 1929; University of Wisconsin, Summers, 1916, 1919, 1921, 1934; European travel, Summer of 1924; cours d'été, University de Lille, Boulogne-Sur-Mer, France, Summer 1927.

PHILIP A. TRIPP, A.M., *English*, 1948.

A.M., University of Chicago, 1947; University of Chicago, 1947-1948.

THOMAS P. WHELAN, M.A., *Physical Education, Riding*, 1950.

B.A., Monmouth College, 1946; M.A., University of Iowa, 1950; University of Iowa, 1949-1950 and Summer of 1950.



STANDING COMMITTEES OF THE FACULTY, 1950-1951

Administrative—President Brumbaugh, Dean Russel, Mr. Fetterolf, Miss Hostetter.

Educational Policies—Dean Russel, Mr. Bowen, Miss Birkert, Miss Hostetter, Mr. Keohane, Mr. Kirkby, Miss Macy, Mr. Tripp, Mr. Whelan.

Lecture and Entertainment—Miss Baxter, Mr. Kneale, Miss Kramer, Mr. McBride, Mr. Pooler.

Social—Miss Thoren, Mrs. Gifford, Mrs. Hines, Miss Jaynes, Mr. Kneale, Mrs. Pooler, Miss Roberts.

The President is a member *ex-officio* of all committees.

ADMINISTRATION

AARON JOHN BRUMBAUGH	<i>President</i>
A. BETH HOSTETTER	<i>Vice President and Registrar</i>
JOHN H. RUSSEL	<i>Dean of the College and Dean of Students</i>
J. ARTHUR FETTEROLF	<i>Business Manager and Assistant Treasurer</i>
MRS. RUTH R. HINES	<i>Assistant to the Dean</i>
MERRILL L. HUTCHINS	<i>Director of Religious Activities</i>
LOUISE MACY	<i>Librarian</i>

GENERAL STAFF

S. W. ALDEN	<i>Bookstore Manager</i>
MRS. JENN BAICHLY	<i>Head Resident, McKee Hall, and Dining Room Hostess</i>
MARY E. BELL	<i>Nurse</i>
MRS. MARGARET CARR	<i>Secretary to Dean, and Recorder</i>
MRS. EDNA B. GIFFORD	<i>Secretary to the President and Office Manager</i>
MRS. RUTH R. HINES	<i>Head Resident, Bennett Hall</i>
MRS. THELMA HOMMEDEW	<i>Secretary on Admissions and Examinations</i>
HAROLD E. KIRKBY	<i>Head Resident, Hathaway Hall</i>
MRS. HILDA McNEAL	<i>Manager of Grill</i>
MRS. MILDRED PACKARD	<i>Bookkeeper</i>
MRS. LILLIAN PATTON	<i>Head Housekeeper</i>
MRS. NELLIE ROSKE	<i>Dietitian</i>
GUSTAV SCHMIDT	<i>Superintendent, Buildings and Grounds</i>

HISTORY

Founded in 1853 by Frances Ann Wood, who later became Mrs. Frances Wood Shimer, Shimer College had its beginning as the Mount Carroll Seminary, enrolling in its early years both men and women students. However, at the close of the Civil War the resources of the institution were directed toward the education of young women.

In 1896 Mrs. Shimer transferred control of the school to a self-perpetuating Board of Trustees of fifteen members, representing at that time the University of Chicago, the alumnae of the seminary, and the citizens of Mount Carroll. The institution was chartered as the Frances Shimer Academy of the University of Chicago. During its early days such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Latham A. Crandall served as members of the Board of Trustees.

Shimer College was one of the first institutions to undertake the junior college program, and graduated its first junior college class as early as 1909, long before the junior college had won the popular acceptance which it has now. In 1931 the trustees approved the four year junior college (grades 11 through 14) as the unit of academic organization. During these years Shimer's curriculum consisted chiefly of courses in the liberal arts, with only a modest number of courses prescribed for all students, and courses chosen from the line arts, such as voice, piano, organ, drama, and art.

In the mid-1940's Shimer College made a thorough survey of its entire curriculum and finally in 1947 initiated a partially prescribed four-year program in general education. Students at that time were urged to elect courses in the Fine Arts in addition to the core program in general education.

In the spring of 1950, as a logical emergence of these various trends, Shimer College, long affiliated with the University of Chicago, modeled its curriculum in general liberal education on that of the

College of the University of Chicago. Shimer, a coeducational college, admits students after two or more years of high school, registers its students on the basis of their performance on a series of placement tests, and then on the basis of successful completion of a prescribed number of comprehensive examinations awards the degree of Bachelor of Arts. Advanced courses in science and mathematics and courses in Fine Arts are offered as electives.

* * *

CHIEF ADMINISTRATIVE OFFICERS SINCE 1853

MRS. FRANCES ANN WOOD SHIMER	1853-1896
FRANK J. MILLER	1896-1897
WILLIAM PARKER MCKEE	1897-1930
FLOYD CLEVELAND WILCOX	1930-1935
MISS A. BETH HOSTETTER*	1935-1936
RAYMOND B. CULVER	1936-1938
MISS A. BETH HOSTETTER*	1938-1939
ALBIN C. BRO.	1939-1949
JOHN H. RUSSEL*	1949-1950
AARON J. BRUMBAUGH	1950-

* *Acting President*

THE EDUCATIONAL PLAN

Liberal education and democracy depend upon each other so closely that neither could long survive without the other. Nothing distinguishes more sharply the way of life to which Americans are committed than our insistence upon the right of people to study anything they believe worth study, and to hold and to announce whatever their investigation reveals. The preservation of this freedom depends upon the preservation of democratic government. The life and health of democratic government depend upon education, for if our democracy is to survive, its citizens must be able to exercise their freedom wisely. If they fail to make wise decisions, both in public and in private affairs, the institutions which guarantee their freedom will eventually be destroyed.

The problem of education for freedom is not simple. Nevertheless, Shimer College, in modelling its curriculum on that of the College of the University of Chicago, believes it has a solution to these problems. For fifty years the University of Chicago has been concerned with providing the kind of basic, general education which everyone ought to have, no matter what occupation or profession he proposes to enter. In the spring of 1950 Shimer College renewed and strengthened a more than fifty-year-old affiliation with the University of Chicago. Important in this action is the fact that students who have completed two years of high school are admitted to Shimer to begin a four-year curriculum which has been modelled on the curriculum of the College of the University of Chicago. In 1950 Shimer College was empowered to award the Bachelor's degree for the formal completion of general education at the end of the traditional sophomore year of college. Believing in the importance of the creative arts as a part of a program in general education, Shimer College offers its students the opportunity to study applied music, art, and drama. Electives—especially in science and mathematics—are open to Shimer students, particularly to those classified in the fourth year.

The plan which has grown out of years of concern for liberal education differs in four important ways from the liberal arts program of the conventional college. The program begins two years earlier than that of other colleges, permitting students to enter after two years of high school instead of four. It places students—including high-school graduates—in the program on the basis of examinations which de-

termine the nature and extent of their individual abilities as they enter the College and the level and pace at which they should begin their college work. Its course of study consists of an integrated system of courses in the principal fields of knowledge rather than an assortment of courses chosen by the student himself. It measures the achievements of students and determines their eligibility for the Bachelor's degree by comprehensive examinations rather than by adding up credits earned in separate courses. The heart of this plan for liberal education is the curriculum of general courses in the major arts and sciences.

A college student of today must be prepared to live in a world largely built by science. It follows that he ought to have some grasp of the present state of scientific thought and some knowledge of the methods by which it has been reached. He must take his place in a complex social, political, and economic order. He should therefore become familiar with the present state of knowledge concerning these fields. He will be the inheritor of the achievements of Western civilization in art, music, literature, and philosophy, and it is important that he should be prepared to enjoy and to profit from them. As he acquires knowledge about nature, society, and the arts, he will need to learn how best to formulate and to communicate this knowledge.

To secure these common ends, the College faculty has developed a system of required general courses which cut across many special fields and consist of a careful selection of fundamental materials and ideas in the natural sciences, the humanities, and the social sciences. A program in writing, language, and mathematics parallels these general courses. In the last year of his College work, the student takes two courses—one in the organization, principles, and methods of knowledge and one in history—which are designed to integrate the studies he has pursued previously.

A good college course must do more than provide a survey of the present state of knowledge. The body of that knowledge is not only vast but constantly changing. It is more important that a college student learn how knowledge is acquired and tested in any field than that he memorize a body of currently accepted information. It is more important, for example, that a college student learn what kinds of problems the physicist investigates, how he formulates them, and by what methods he seeks to solve them, than that he memorize a set of generally accepted facts or theories of physics. Knowledge worth the

name must be more than a memory of facts and of favored interpretations of facts. It involves an understanding of the ways in which facts are acquired and the processes of reasoning by which they have been interpreted. All real knowledge includes a grasp of reasons.

To achieve this active kind of knowledge, students in the general courses meet with instructors in small discussion sections to analyze the materials given in lectures or presented in reading assignments. Because the comprehensive examinations are not prepared or graded by the teaching members of the College faculty, free and active discussion is not interfered with by the fear of displeasing, or the hope of pleasing, the discussion leader. It is assumed that students have not understood a fact or a theory until they have examined the reasons for holding it and are able to justify accepting or rejecting it. The special function of a college is to teach people who have learned to read how to reflect on what they read, how to discover and estimate the premises of arguments offered to them, and how to identify and test the conclusions of these arguments. To the extent to which it develops these abilities a college enables its students to solve their personal problems wisely, to achieve their ambitions in an occupation or profession, and to contribute to the life of the nation.

ADMISSION

Students may enter the College at the beginning of the Autumn Quarter, or at Midyear (near the end of January).

To be eligible for admission, a student must give evidence that he is prepared to undertake the work of the College successfully. Such evidence is sought chiefly in the scholastic aptitude tests required of every applicant for admission; it may also be found in the quality of his academic achievements as reported by the school or schools he has attended, and in statements by his high-school principal, teachers, and other persons who know him. Additional evidence may be found in the results of College Entrance Board Examinations and the USAFI General Educational Development Tests (college level), if the student has taken these examinations. Whenever possible, a personal interview with an Admissions Counselor is arranged for the applicant.

A student who enters the College after two years of high school is classified as a first-year entrant, one who enters after three years of high school is classified as a second-year entrant; and one who is ad-



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mitted after graduation from high school is classified as a third-year entrant. A student who is admitted after one year of college training is classified as a fourth-year student.

PLACEMENT

After being admitted to the College, each student is given a series of placement tests which are designed to measure the extent of his previous preparation for College courses. On the basis of these tests, the comprehensive examinations which he must pass later in order to qualify for the Bachelor's degree are specified. A student is not required to pass comprehensive examinations or to take courses in those fields or parts of fields in which he already has sufficient competence. He is required to pass comprehensive examinations in those subjects in which his competence at the time he enters the College is below that needed for the degree, and a program of courses is drawn up to prepare him for these examinations. This use of the placement tests eliminates the repetition of subjects which the student has already mastered and, at the same time, reduces the possibility that he might begin his program with courses for which he would not be adequately prepared.

The placement tests taken by all entering students measure their competence in the fields of English composition, the humanities, the natural sciences, the social sciences, mathematics, general language problems, and in a particular foreign language. The tests for all students are called the *common* placement tests. If the *common* tests in certain areas do not measure the full extent of a student's preparation, he may be invited to take additional *special* placement tests. For example, a student whose standing on the *common* placement test in the social sciences is well above the minimum standard for excusing students from the comprehensive examinations in Social Sciences 1 and 2 may be invited to take a *special* test to determine whether he may also be excused from the examination in Social Sciences 3. Students who do extremely well on the *common* placement tests in the humanities, social sciences, and natural sciences may also be invited to take additional placement tests in history and in the methods and interrelationships of the different fields of knowledge.

Since the comprehensive examinations which a student must pass are determined by the results of the placement tests he has taken, each student has an individual program of degree requirements to complete.

This program may call for as many as thirteen comprehensive examinations and two English qualifying tests, or it may specify as few as four examinations, the minimum number for the College degree.

The minimum requirements for the Bachelor of Arts degree are:

(1) a year of residence in the College (registration for a full program of courses for three academic quarters) and (2) the passing of at least four examinations, including the examinations in the History of Western Civilization and in Observation, Interpretation, and Integration, with a grade average which is nearer to C than to D.

The results of the *common* placement tests are available for the student's first registration conference with his faculty adviser. The adviser explains the student's achievement on the *common* tests and informs him of any *special* or additional placement tests that should be taken. If no additional tests are needed, the adviser prepares a statement of the degree requirements which the student must meet and helps him plan his program of courses. If the student is to take *special tests*, the final planning of the student's program is deferred until the results of these additional tests are known.

On the basis of their achievement on the placement tests, students may be classified in the following groups in each subject field:

- a) Those who already have the knowledge and competence required to pass a particular comprehensive examination and are excused, therefore, from that examination and its preparatory course.
- b) Those who have mastered a certain portion of the knowledge and skills covered in a particular comprehensive examination and are advised, therefore, to take only part of the preparatory course or to make wholly independent preparation for the examination.
- c) Those who have not acquired sufficient understanding and skills to pass a particular comprehensive examination without first taking the entire course in preparation for the examination.
- d) Those who are likely to fail in their preparation for a particular comprehensive examination unless they receive special training in addition to the preparation regularly offered in the course.

Since these classifications are based on standards derived from the performance of a large number of students on comprehensive examinations, a student's placement in any field may be regarded as an accurate indication of the point at which he is ready to begin his work in the College. But if a student questions the placement he is given

in any field, his test performance will be reviewed. Either the student or his adviser may ask to have the placement reconsidered by submitting to the Dean of the College a written petition which includes a statement of the reasons for the request. This petition is considered by a special reviewing committee, and the committee's decision becomes the final statement of the student's placement. Ordinarily, requests for review of placement must be submitted within the first three weeks after the placement tests have been taken, but an instructor in English may request a review of a student's placement in that field at any time within the first quarter of the student's registration in a reading or writing course.

Any student who does not take the placement test in a subject field, or who does not complete the test, must satisfy the requirements in that field by passing the corresponding comprehensive examination or examinations. Thus, if a student does not take the placement test in the social sciences, he must pass each of the three comprehensive examinations in that field. When a student misses a scheduled placement test for good reason, however, he is given another opportunity to take the test during his first quarter in residence. A student may *retake* a placement test only if his attendance in the College has been interrupted for a period of at least one academic year and there is reason to believe that he may have acquired additional knowledge and competence through formal study or independent reading during this absence.

Although a student may not register for more advanced courses than those indicated by his performance on the placement tests, he may start at a lower level. For example, a student who is excused from the first examination in the humanities may, if he wishes, register for the Humanities I course.

Students who are entering the College in the Autumn Quarter or at Midyear take the placement tests in an orientation period preceding their first registration for classes.

The administration of the series of *common* placement tests requires approximately 20 hours. The times allotted to the *common* tests in the various subject fields are approximately as follows: English, 2 hours; humanities, 3½ hours; general language problems, 1½ hours; each foreign language, 2 hours; mathematics, 3 hours; natural sciences, either 3 or 5 hours, depending on the program in which the student is placed; social sciences, 4½ hours. If a student is invited to take ad-

ditional, *special* tests, he may spend as many as eight more hours in completing his placement program. Ordinarily, however, a student's placement does not call for the taking of *special* tests, and for most students a program of comprehensive examinations and courses can be determined entirely by the results of the *common* placement tests. The schedule for the *common* tests extends over a five-day span and is so arranged that half-day and full-day examination periods occur alternately.

The placement tests are planned to measure skill in reading and interpretation and in the solving of problems, as well as general knowledge in a subject field. Since the *common* placement tests cover about three-fifths of the entire program of the College, it is not expected that every student will be able to answer all the questions. In fact, a student may find whole sections of a test which are beyond his competence, for the tests are designed to reveal the full extent of the student's knowledge and are not limited to the subject content usually taught in high-school and introductory college courses. But if a student finds that some parts of a test are beyond his competence, he will also discover that many sections are well within his range of mastery. He should attempt to answer all the questions on a test within the time allotted, but he should not be disheartened if the test period ends before he has tried every question.

Except for that part of the test in English which calls for the writing of an essay, the *common* placement tests are of the "objective" type. The questions are to be answered by selecting the correct or best answer from several possible responses and by indicating this answer on a separate, printed answer sheet. Since the objective type of test with a separate answer sheet for machine-scoring is widely used (it is used in the entrance tests which new students will already have taken), no extended explanation of the form of the test is needed. Full instructions for the tests are given at the beginning of the testing period.

If a student has not had training in a particular field, it is unlikely that he will be able to make much preparation for the placement test in that field in a few weeks of study; but if he has had relevant training and experience, he may wish to review this background. A review of algebra, United States history, and training in a foreign language is especially recommended. The descriptions of the general courses in the College will suggest more specifically the kinds of competence measured by the placement tests.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Students who finish satisfactorily the programs prepared for them on the basis of placement test results are awarded the Bachelor's degree, which has traditionally marked the completion of a program of liberal education. During the last two generations, collegiate programs for the Bachelor's degree have included more and more specialized courses, and with the growth of the elective system have become more and more haphazard, until the earlier significance of the degree has very generally been lost. The requirements for the Bachelor's degree at Shiroor are met by passing comprehensive examinations rather than by earning credit in individual courses. When a student has completed his preparation in a subject, either by formal class instruction or by independent study (a student is not required to register for a course to be admitted to an examination), he takes a comprehensive examination prepared by the University Examiner. The examinations are read anonymously, and all considerations except the student's mastery of the subject and his ability to think clearly about it are eliminated.

The College curriculum consists of courses designed to prepare students for the comprehensive examinations they are required to pass. Students normally carry four courses concurrently and normally take four comprehensive examinations each year.

In order to qualify for the Bachelor's degree, a student must pass the examinations specified in his program with a grade average which is nearer to *C* than to *D* and must complete a minimum of three quarters of residence (i.e., registration for a full program of study for three quarters) in the College.

Physical training is required of all students during the time they are in residence; students who wish may substitute classes in riding in order to meet the requirement in physical training.

Attendance at classes is expected of all students.

THE TWELFTH-GRADE CERTIFICATE

The Twelfth-Grade Certificate, equivalent to a high school diploma, is awarded to students who meet the following requirements:

1. Three full quarters of residence in the College.
2. Satisfactory completion of the equivalent of the minimum ~~and~~ requirements for high school certification. Of courses taken at Shimer only those courses which are measured by the comprehensive examinations may be counted for the high school certificate.
3. When a student who has entered the College before graduation from high school qualifies for the Twelfth-Grade Certificate, a notation to that effect is entered on his record. The student who wishes to receive the Certificate must apply to the Registrar within the first eight weeks of the quarter in which he expects to qualify. Application forms may be obtained in the Office of the Registrar. Certificates are mailed to successful applicants without charge, usually within the four weeks following the end of the quarter.

GRADING SYSTEM

The following course marks are used: A, B, C, D, and F. The marks A, B, C, and D are considered passing marks. The mark F indicates unsatisfactory work. At the close of the autumn and winter quarters *advisory* grades are recorded and issued in all courses. The comprehensive examination given at the close of the spring quarter determines the final permanent grade for a course.

Unsatisfactory performance in course work is regularly reported to the student's adviser and, if necessary, to the student's parents. Not later than the middle of the sixth week of the autumn and winter quarters, advisory grades are reported on all students in the College.

PROGRAMS OF STUDY

Each comprehensive examination calls for the knowledge and competence which may be expected of a student who has taken a one-year course. The following courses constitute the curriculum for the Bachelor's degree:

- a) *Humanities* 1, 2, 3. Three sequential one-year courses.
- b) *Social Sciences* 1, 2, 3. Three sequential one-year courses.
- c) *Natural Sciences*

(1) Physical Sciences Component

- (a) Parts 1, 2, 3. A one-and-one-half-year course for students who enter the College after two years of high school.
- (b) Two of Parts 1, 2, 3. A one-year course, as determined by placement, for students who enter the College after graduation from high school.

(2) Biological Sciences Component

- (a) Parts 1, 2, 3. A one-and-one-half year course for students who enter the College after two years of high school.
- (b) Two of Parts 1, 2, 3. A one-year course, as determined by placement, for students who enter the College after graduation from high school.

d) *English*. A one-year course in writing.

e) *Mathematics*. A one-year course.

f) *Foreign Language*. An elementary one-year course in a particular foreign language, together with Language I, which devotes one hour a week in one quarter to a consideration of the general problems of language.

g) *Observation, Interpretation, and Integration*. A one-year course in the methods and relationships of the fields of knowledge.

h) *History*. A one-year course in the history of Western civilization.

A POSSIBLE STUDENT PROGRAM OF REQUIRED GENERAL COURSES

<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>
Humanities 1	Humanities 2	Humanities 3
Social Sciences 1	Social Sciences 2	Social Sciences 3
Mathematics I	Physical Sciences Component, Parts 1, 2	Biological Sciences Component, Parts 1, 2
English	Foreign Language (and Language I)	History

Fourth Year

Open for elective and advanced courses

Physical Sciences Component, Part 3

and

Biological Sciences Component, Part 3

Observation, Interpretation, Integration

Students entering the College after completing high school would substitute the two-year program in the natural sciences (two parts of the Physical Sciences Component, and two parts of the Biological Sciences Component) for the three-year program cited above. Performance on the placement examinations determines the point at which each entering student begins work in the curriculum of required general courses and the number of comprehensive examinations (usually four) for which he is advised to prepare in his first year in the College.

Students with inadequate competence in reading are required to take a special course, English Deficiency (Reading); and students without adequate basic skills in writing are required to take a special course, English Deficiency (Writing). A qualifying examination in reading or writing, or in both, must be passed as evidence of satisfactory completion of this training.

Students whose performance in the mathematics placement test indicates serious deficiencies in arithmetic and elementary algebra are required to take a special course, Mathematics Deficiency. This course meets three times a week and is taken concurrently with the first quarter of Mathematics.

Students who lack knowledge and competence in either art or music, but who have adequate mastery of the other aspects of Humanities I, may be required to pass an examination in the area of their deficiency. Special courses are offered in preparation for the examinations in art and music.

Second-year courses in foreign languages are available but are not required of candidates for the A.B. degree.

EXAMINATIONS

Comprehensive examinations are administered each year at the end of the Spring quarter. Students who wish to take comprehensive examinations must register with the Office of the Dean of the College in the first weeks of the quarter in which the examinations are scheduled to be given. For additional information concerning the administration of comprehensive examinations the student should consult the Dean of the College.

SCHOLARSHIPS AND WORK OPPORTUNITIES

Limited scholarship funds are available to students of academic promise who indicate financial need. Opportunities for student employment are available within limits on the Shiner campus. Requests for application forms for scholarship assistance and/or student employment should be directed to the Dean of the College. These applications, when filed, are considered *after* the student's application for admission has been acted upon favorably.



COURSES OF INSTRUCTION*

GENERAL COURSES IN THE HUMANITIES

The general courses in the humanities have three principal objectives. The first of these is to acquaint the student with a considerable body of the best works in the fields of literature, music, and the visual arts. The second is to develop skill in the arts of interpreting these works. The third is to give the student an understanding of some of the general principles upon which critical judgments and evaluations of the arts are made and to develop some skill in the written application of these principles.

It is a principle of all the general courses in humanities that the student's progress is measured in part by his ability to apply the skills in interpretation and evaluation which he acquires in the classroom to works which he studies independently. In each year, therefore, the student is required to study a selection of works in addition to those discussed in class and to prepare himself for examination upon them. Although all works are chosen on the basis of their own merits, the aim of instruction is not merely to teach the specific works but also to use the works as a means of developing an understanding of various modes of interpreting and evaluating the products of all the arts.

HUMANITIES I (A, B, C). The first year of the humanities program is an introduction to music, the visual arts, and the several forms of imaginative literature (fiction, drama, narrative and lyric poetry).

The method of instruction is to present comparable aspects of each of the arts in sequence. In the first part three problems are studied: (1) relations of art and nature, (2) the elements and form of the arts, (3) the influence of external factors on the arts. An example or two will suffice to illustrate the method of procedure. Thus, in the study of the elements and form: in the visual arts, the meaning and use of color, line, volume, mass, etc., are examined; in music, the meaning and use of tone, its organization in terms of harmony, melody rhythm, etc., are matters of inquiry; similarly, in fiction and poetry, the meaning and function of plot, character, and diction are studied. In the second part, attention is given to the analysis of several of the forms or types of each of the arts: for example, the novel, the fugue and sonata forms, fresco painting, and engraving. The work at this point

*The letter designations A, B, C indicate the first, second, and third quarters of courses.

involves consideration of the use of the materials and elements of each of the arts in the organization of each type or form. In the third part, the students examine the ways in which the products of each of the arts conform to or break from traditions. Such an inquiry includes questions concerning the meaning of "tradition" as applied to an art, the external factors which influence the forming of a tradition, the characteristic uses of the materials of an art which permit the identification of a tradition.

One lecture each week provides an analysis or demonstration of a specific problem which is developed in the four classroom discussions which follow it. The discussions are based upon particular works in each of the three major fields.

HUMANITIES 2 (A, B, C). In the second year of the humanities program the student is expected to develop competence in the arts of interpretation needed for understanding works of history, rhetoric, drama, fiction, and philosophy. While the area of study is thus narrowed to literature, it includes forms not studied in Humanities 1, and the study is much more intensive.

During the study of historical writings the students read such histories as the Book of Judges and *Religion and the Rise of Capitalism*, and selections from the works of such historians as Thucydides, Gibbon, and Trotsky, wherein their attention is directed not merely to acquiring information about the past but to discovering the aims of the historian, the way in which his aims determine his selection of materials, the principles by which he determines the causes of events and by which he evaluates evidence. In this way, the student learns to understand the nature of a historical construction and to distinguish the interpretations of one historian from those of another. Through such models of deliberative rhetoric as Milton's *Areopagitica* and Franklin's *On the Slave-Trade*, the student's attention is directed to the manner in which the author adapts his arguments to the character of his audience, the character which he gives both to himself and to his audience, the relationship of diction or "style" to the effectiveness of the argument, and the logical structure and rhetorical ordering of arguments. The approach to the study of each of the other literary types is similar; that is, for each type, those questions are raised which will best lead to an understanding of the peculiar nature or function of each.

The students attend one lecture each week and three class discussions. Discussions are devoted to the careful analysis of a selection of

outstanding texts in each of the types studied. The lectures provide a historical account of the growth and changes that have occurred in the conception of each of the forms studied. They also provide demonstrations of methods of interpretation of texts.

HUMANITIES 3 (A, B, C). Humanities 3 is concerned equally with developing two skills in the student: one skill in writing and the other in critical evaluation of the arts. The course can be seen thus as both a broadening and a narrowing of the interests of the earlier courses in the humanities. It recognizes that there are different conceptions of the functions of the arts and that evaluations of particular works imply philosophical commitments on such questions. It also recognizes that the training essential to the development of an understanding and an articulateness about critical theory and practice is closely related to training in certain problems of written expression.

Students examine the philosophic principles which underlie some of the common critical approaches to the evaluation of the arts, and study several critical works which establish different but widely held theories about the nature of the arts and criteria of judging them. A representative list of the kinds of texts studied includes: Aristotle, *Poetics*; Plato, *Phaedrus*; Hume, *Of the Standard of Taste*; Arnold, *The Study of Poetry*; Pater, *The School of Giorgione*.

The intensive and critical reading which is required for the understanding of these texts is assisted by the kinds of writing exercises which are assigned. By means of writing assignments of varying lengths, the course seeks not only to help the student understand the text better and to make his own critical analyses and evaluations of particular works of art but to become more effective in his own expression. The problems of critical evaluation are analogous in all the arts, and each offers ample opportunity for continual practice in writing. The students are expected to make clear the critical position they adopt in the judgment and their reasons for making it.

THE PLACEMENT TESTS IN THE HUMANITIES

The common placement test in the humanities includes the fields of music, art, and literature. In music and art the examination is at the level of an introductory course in appreciation. The topics stressed in all the arts are: understanding of the basic elements of the art; principles of organization and common types; the processes and materials used and the effect of function on arts; the meaning of tradition in art; the relation between an art and its im-

mediate background. Basic understanding of these topics is examined rather than memory of specific facts. Specific historical information is not expected of the student, but he may be tested for elementary historical knowledge of the development of the art. For example, the date of a composition by Wagner would not be asked for, but a student would be expected to know from the music itself whether it was probably composed before or after Bach.

In literature the test is carried to a higher level of critical analysis than in art and music. The student is tested on his ability to analyze and interpret drama, lyric poetry, prose fiction, history, rhetoric, and philosophy. The test is not over a list of words but measures the student's skill at interpretation of selections. The test is based in part upon certain texts which are given to the student to read in advance of the examination and in part on passages from works read in the examination period. The material to be studied in advance is handed to the student early in the testing program.

In addition to that part of the test which examines ability to interpret works, a short test is included which is intended to reveal the student's general range of information about literature and the arts.

On the basis of his performance on the *common* placement test, the student may be excused from the comprehensive examination in Humanities 1 and required to pass the comprehensive examination in Humanities 2; or he may be excused from both examinations. If he is not excused from a comprehensive examination but has shown competence in some areas, he may be advised to attend only a part of the course in preparation for the examination. A student found to be deficient in art or music, but who has adequate competence in literature, is required to pass a special examination, for which he may prepare by taking the Humanities 1 Special Art course or the Humanities 1 Special Music course. A student who registers for either of these courses may take Humanities 2 or Humanities 3 concurrently.

Those students who are excused from the comprehensive examinations in Humanities 1 and 2 and in English and who have made exceptionally high scores on the *common* placement tests may be invited to take a *special* test covering skills in both writing and criticism. On the basis of this additional test it will be determined whether they are to be excused from the comprehensive examination in Humanities 3.

GENERAL COURSES IN THE SOCIAL SCIENCES

The three-year sequence in this field is designed to acquaint the student with the major methods and results of the study of man in society and to train him to apply this knowledge to rational deliberation about social policy. One purpose of the sequence is to teach something of the historical development of democratic institutions, ideas, and values. A second purpose is to give the student a scientific understanding of his own and other cultures, and of how the individual comes personally to learn and embody the norms of a given culture. A third purpose is to analyze and clarify the kinds of problems involved when society or the individual tries to apply theoretical knowledge to social action. Although each of the three courses contributes something to the achievement of these major purposes, the sequence is so organized as to make the student's progress both cumulative and cyclical.

The several disciplines of the social sciences and of social and political philosophy are drawn upon in amounts varying with their relevance to each of the three courses. Although the sequence is not intended to survey the social sciences, it seeks to provide an adequate foundation in the social sciences for more advanced work in this and in other fields.

SOCIAL SCIENCES 1 (A, B, C). This one-year course deals with some of the principal ideas, institutions, and values in the historical development of democracy in America. In doing so, it is concerned with four persistent questions: What is the proper relation between government and the people subject to its authority? What is the proper relation between the central and subordinate governments, and among the variety of groups and regions, in a federal system? What is the proper relation between government and the economy? What is the proper relation between the United States and the other nations and peoples of the world? Critical periods in American history are studied as focal points for an examination of these questions. An important part of this study is an examination of the meaning of such concepts as liberty, equality, property, free enterprise, federalism, democracy, and constitutional government, and of their influence on the major economic and political institutions of the United States.

The People Shall Judge: Readings in the Formation of American Policy, 1600-1948 (published in 1949 by the University of Chicago)



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kinds of evidence relevant to these hypotheses are studied and compared.

Part III opens with a group of case studies showing how particular individuals grow up and learn their adult roles in particular cultures. Primary attention is here given to the relationship between childhood experience and personality development in different cultures and in different social classes.

Part IV explores some of those features of modern Western culture which differentiate it from primitive or medieval cultures with an eye to seeing what effect these features have on contemporary personality structure.

Part V completes the year's program with a consideration of ideals and experiments in the development of personality. The earlier parts of the course largely treat man as the product of impersonal forces over which he has little control and consider personality as the outcome of social conditions. The final part of the course, in contrast, views man as a conscious actor in the cultural process, remaking both himself and his environment. Such a perspective implies a number of further questions: What are the pathological aspects of personality and culture that require change? What sort of ideals of human life direct such attempts at change? What is the role of the individual in the remaking of society, and what has been the result of actual attempts to establish model communities and states? What conclusion as to the plasticity of human nature can be drawn? What practical possibilities are there for changing personality?

The basic readings in the course include relevant selections from significant contemporary investigations of the problem of personality and culture.

SOCIAL SCIENCES 3 (A, B, C). The third course in the social science sequence aims primarily to acquaint the students with the kinds of problems involved in contemporary social policy. It concentrates on problems of freedom in contemporary society, the conditions of their emergence and existence, and their consequences in the various spheres of life. These problems are introduced through a study of the nature and value of freedom as conceived in classic liberalism and its development in modern English history.

In the study of problems of social policy, the course deals first with the nature, conditions, and consequences of political freedom in contemporary states. It then treats the contemporary economic order with respect to the development of state and private controls and considers alternative solutions of major problems of political economy involving different types and degrees of freedom. Then follows an analysis of social-psychological processes with particular reference to the relation between freedom and the degree of common understanding and agreement prevailing among various social groups. General propositions are illustrated by specific instances drawn chiefly from the recent history of the United States, England, Russia, and Germany.

The concluding section of the course first presents a comparison of the major systems competing for dominance in the present-day world and a consideration of their implications for social, economic, and political organization on both a national and an international level. This is followed by a study of the relevance of social science knowledge to action, of alternative conceptions of social science, and of the problems involved in the rational choice of ends.

The reading in the course is designed to bring the student into acquaintance with the most important authors of the past and of the present who have been concerned with the problems considered in the course, as well as with the empirical material to which specific problems must be referred. Both classical and contemporary political and economic theories are used to supply terms for the analysis of current problems of social policy.

THE PLACEMENT TESTS IN THE SOCIAL SCIENCES

The *common* placement test in the social sciences includes material from all three of the courses in the sequence. It is divided, however, into two major parts. In one part the student is given brief discussions of various social issues or problems or policies to analyze in terms of their meaning, assumptions, and implications. In addition, he is asked to apply certain basic information in a critical evaluation of each discussion. In the other part of the test the student is required to demonstrate his familiarity with specific events, persons, and ideas important in American history and with general trends in the development of the United States. He should understand the major characteristics of particular periods and the important features of contemporary Western society. In addition, the student is expected to apply this knowledge (1) in interpreting certain general principles or theories about society, (2) in the interpretation of graphical or tabular charts, (3) in analyzing the relations among various

GENERAL COURSES IN THE NATURAL SCIENCES

For students who enter the College at the first-year level (normally after two years of high school), the College offers a three-year program which parallels the other three-year programs of the curriculum. For students who enter the College at the third-year level (normally after graduation from high school), a modified program which usually requires two years for completion is offered. The three-year program consists of a physical sciences component and a biological sciences component, of approximately equal lengths. The two-year program consists of a year of selected portions (as determined by placement test) of the physical sciences component of the three-year program, and a year of selected portions (as determined by placement test) of the biological sciences component of the three-year program.

THE PHYSICAL SCIENCES COMPONENT. The physical sciences component of the three-year program has three aims. One of these is to acquaint the student with some of the major solutions to problems that man has formulated concerning the physical world. The problems are so selected that their totality may provide the student with some understanding of the physical world as known in science. A second aim is to acquaint the student with representative examples of different kinds of attack upon scientific problems, that is, with some of the patterns of inquiry which characterize the physical sciences. The third aim is to develop in the student those skills and habits which are helpful in the comprehension and evaluation of scientific thought and conclusions.

In order to pursue these aims in their interconnections, the conclusions of science are treated not only as accounting for phenomena, but also as deriving their meaning from the interplay of facts and ideas which produced them. Theories are therefore studied not only in relation to the facts for which they are designed to account but also in relation to theories they have superseded, or to alternative theories.

The student encounters such materials in two kinds of learning situations. One of these consists in reading and—in three class meetings per week—discussion of scientific papers supplemented by textbook materials. These papers are drawn from the literature of the physical sciences and are arranged in several series. Each series represents a major scientific problem, illustrates major modes of attack upon such problems, and states one or more important solutions to the problem. Read-

ing and discussion center on questions such as these: What is the problem to which the investigator addresses himself? What is his conception of an adequate solution? For such a solution, what kinds of data are required? How are such data treated in order to arrive at a solution? What are the actual data disclosed? What is the conclusion or theory derived from them, or developed to account for them? Knowledge of conclusions so arrived at is augmented by textbook treatment of the topics.

The second kind of learning situation occurs in the weekly laboratory of lecture-demonstration periods. Some of this work is preparatory to the reading and discussion of papers and provides contact with phenomena to be treated by papers, offers preliminary illumination of the problems to be dealt with, or exemplifies application of the terms or conclusions of the papers. Other such work parallels the intention and spirit of the reading and discussion, and therefore consists of the analysis of a situation, the formulation of a scientific problem concerning some aspect of the situation, and (in the laboratory) the planning and execution of a program of data-collecting and interpretation.

In further pursuit of its interrelated aims, the physical sciences component is brought to a close by a reading period in which the student is assisted and encouraged to pursue independent study of a selected bibliography, a study which culminates in his preparation of a paper dealing with some aspect of his chosen topic.

PHYSICAL SCIENCES COMPONENT, PART 1. This part treats aspects of the problem of the nature and classification of matter. Aspects treated are seen in papers by Archimedes, Galileo, Dalton, Lavoisier, Mendeleyev, and others. The view of conclusions seen in these papers is augmented by textbook treatment of the hydrogen and other theory of acids, of chemical action, and of other aspects of descriptive chemistry. Treatment of the problems suggested by Mendeleyev's Periodic Table is continued in Part 3.

PHYSICAL SCIENCES COMPONENT PART 2. This part treats problems of the motion and interaction of bodies. The problems, and some aspects of their solution, are seen in selections from Ptolemy and Copernicus, augmented by text material; in selections from Galileo's *Two New Sciences*, Huygens' *On Impact*, Newton, Clausius, Einstein, and others, again supplemented by textbook treatment of portions of astronomy, mechanics, and kinetic-molecular theory.

PHYSICAL SCIENCES COMPONENT, PART 3. This part treats the problems of radiation and atomic structure, from early treatment by Newton, Young, Hershel, and others, through its later development in contributions by Kirchhoff, Thomson, Rutherford, Bohr, and others. Some of these later works constitute a part of the independent reading-period responsibility of the student.

THE BIOLOGICAL SCIENCES COMPONENT. The biological sciences component of the three-year program can be described in substantially the same general terms as the physical sciences component. The same aims prevail: to present some of the conclusions of biological research not only as interpretations of phenomena of the living world, but also as the products of patterns of inquiry characteristic of biological research; and to develop in the student some of the skills and habits which are helpful in comprehending and evaluating conclusions of biology in the light of the investigations which produce them.

The materials of the biological sciences component consist, as do those of the physical sciences component, of papers selected from the literature of biological science, supplemented by textbook treatment where necessary.

These materials are treated in three discussion periods and one two-hour laboratory period each week. The discussions are intended to help the student learn to relate the conclusions seen in the papers to the problem-formulation, data, and interpretation which produced them, and thereby to provide him, inductively, with some knowledge of the problems encountered in seeking knowledge of the human organism, and of some of the concepts and methods by which these problems are overcome. The laboratory work functions both to provide background for papers read and as parallel means of serving the ends for which the reading and discussions are designed.

BIOLOGICAL SCIENCES COMPONENT, PART I. This part treats some of the problems which arise when the organism is taken as the object of biological investigation. It therefore draws its materials from the literatures of physiology and anatomy, seen both as laboratory and as clinical sciences. Its first series of papers centers about problems of the anatomy and physiology of the circulatory system. The problems and some solutions to them are seen in Harvey's *Anatomical Studies*, and in papers by August Krogh and John Scott Haldane. Its second series of papers centers about problems involved in study of the control of

carbohydrate metabolism. Contributions to the study of the problem by physiology, anatomy, pathology, and clinical medicine are seen in papers by Prout, Claude Bernard, Von Mering and Minkowski, Banting and Best, Soskin and Levine, G. E. Daniels, and others.

BIOLOGICAL SCIENCES COMPONENT, PART 2. This part treats problems which arise in the investigation of the history of the organism and the dynamics of species. It therefore draws on the literature of embryology, genetics, and evolution. The problems and some of their solutions are seen in substantial selections from Charles Darwin and in papers by August Weismann, Hans Spemann, E. B. Wilson, Charles Child, and Paul Weiss. Further aspects of the problem are seen in papers by Mendel, Walter Sutton, T. H. Morgan, Calvin Bridges, G. W. Beadle, E. M. East, and T. Dobzhansky.

BIOLOGICAL SCIENCES COMPONENT, PART 3. This part treats problems which arise in the investigation of the behavior of the organism as a whole. It therefore draws its materials from the literature of psychology. Some of the different ways in which the problem of behavior can be formulated, and illustrations of the kinds of solutions which arise from these several kinds of problems are seen in works by Titchener, Koffka, Hull, Tolman, Spearman, and Freud.

CHEMISTRY (A, B, C)—(ELECTIVE). The fundamental laws of chemical action and modern theories about chemical phenomena are studied in the classroom and laboratory. The course includes introductory qualitative analysis. Two lectures and two 2-hour laboratory periods per week. Open to students who have satisfied the physical sciences requirement. Offered in alternate years.

PHYSICS (A, B, C)—(ELECTIVE). The phenomena and fundamental principles of mechanics, heat, sound, electricity, magnetism, and light are studied in the classroom and laboratory. Two lectures and two 2-hour laboratory periods per week. Open to students who have satisfied the physical sciences requirement. Offered in alternate years.

ZOOLOGY (A, B, C)—(ELECTIVE). The course, through readings, lecture and laboratory experiences, acquaints the student with animal life. The principles of zoology are presented so the student may understand man's place in nature and his relationship to other forms of animal life. Two lectures and two 2-hour laboratory periods per week. Open to students who have satisfied the biological sciences requirement.

THE PLACEMENT TESTS IN THE NATURAL SCIENCES

In recognition of differences in the preparation of students, two programs of courses and examinations are offered in the field of the natural sciences. The three-year program is intended for students who have completed two or three years of high-school work and have had only general science courses. However, those students who have completed Grade XI and have had a one-year course with laboratory work, in either chemistry or physics, and who have had at least two and one-half years of high-school mathematics, are permitted to enter the two-year program, which is intended primarily for high-school graduates.

Physical Sciences Component. The common placement test in the physical sciences component of the three-year program (the test to be taken by all students, regardless of level of entrance into the College) consists of three parts. The first part involves the student's ability to read materials reporting scientific study. An excerpt from a paper in which the author reports to fellow-scientists a contribution to scientific knowledge is given to the student to read in advance of the placement test. Then, with the passage before him for reference during the test, the student is asked questions concerning: (1) the author's concept of scientific knowledge, his choice of method by which to arrive at the kind of knowledge he wishes, and his view of the kind and degree of correspondence between scientific knowledge and the subject matter to which it refers; (2) the author's conclusions concerning his subject matter; and (3) the arguments and other uses of evidence by means of which the author arrives at or defends his conclusions. The second and third parts of the test consist of questions bearing on the student's knowledge respectively of elementary chemistry and of elementary mechanics and astronomy.

On the basis of his performance on the common test, a student entering the College after two or three years of high school may be excused from Part 1, Part 2, or both Parts 1 and 2, of the comprehensive examination in the physical sciences component, or he may be required to pass the entire examination. For a student entering the College after graduation from high school, performance on this common test determines which one of the first two parts of the physical sciences component he may omit, or may excuse him from the examinations on both parts. In addition, students entering the College at any level may be given advice which will assist or expedite their preparation for the comprehensive examination in the physical sciences component. Any students whose preparation in mathematics is deemed inadequate for successful work in the physical sciences component may be assigned to remedial instruction in mathematics.

A student whose performance on the common test is unusually good may be invited to take a special test (bearing on theories of radiation and atomic structure) to determine whether he may not also be excused from the examination in Part 3 of the physical sciences component.

Biological Sciences Component. A student entering after two or three years of high school whose performance on the common test in the physical sciences

component is unusually good may be invited to take a *special test* in the biological sciences component to determine whether he may not also be excused from part or all of the comprehensive examination and course in the biological sciences component.

For any student entering the College after graduation from high school, the Biological Sciences placement test covers three general areas: (1) knowledge of basic facts and principles, (2) ability to apply these facts and principles to new problem-situations, and (3) understanding of the scientific method as applied to biology. On the basis of his performance on this test, a student is either excused from the comprehensive examination in Biological Sciences or is required to pass the examination. Students whose performance on the placement test is very good, but not high enough to excuse them from the comprehensive examination, may be advised to register for only a part of the one-year course in preparation for the examination.



GENERAL COURSES IN ENGLISH

The program in writing is designed to teach students to present information clearly, to explain a position or a theory in a precise and orderly fashion, to construct sound arguments, and to urge a course of action persuasively. Since the development of any art requires practice, students are required at regular intervals to write papers based upon readings which exemplify certain principles of good writing. Readings are drawn from, or are related to, the materials of other courses in the College, and topics are designed to involve the student in writing at the level of his highest maturity of idea.

ENGLISH (A, B, C). This course seeks to develop in students (1) the ability to analyze complex essays, to determine the interrelation of parts to each other and to the whole, and to adapt the organization of an extensive body of material to appropriate expository patterns; (2) the ability to analyze the logical structure and rhetorical elements of arguments, to refute arguments, to construct arguments that will prove sound under critical examination, and to develop arguments adapted to a given audience and situation in a persuasive and convincing manner; (3) the ability to analyze literary selections to determine the function of stylistic elements in accomplishing specific purposes; and (4) the ability to employ a distinctive, readable style of the student's own. Classroom discussion is focused upon the analysis of readings and the detailed criticism of themes. The course meets three times a week; in addition, conference time is provided when it is needed.

ENGLISH DEFICIENCY. The work in English Deficiency is conducted in two courses. English Deficiency (Writing) provides for intensive review of the mechanics of writing. English Deficiency (Reading) provides for special training in effective reading. A student may be required as the result of placement examinations to take either part or both parts of the course.

ENGLISH DEFICIENCY (WRITING). This course is designed to correct deficiencies in writing. It emphasizes correctness in such mechanics as grammar, punctuation, spelling, and word usage. It reviews the fundamental problems of composition including the adequate development of a topic, the effective organization of material, the construction of unified paragraphs, and the writing of clear sentences. Weekly

theme assignments, occasional classroom papers, drill exercises, and review tests comprise the teaching materials of the course.

ENGLISH DEFICIENCY (READING). This course is designed to correct deficiencies in reading. It is conducted by the reading clinic. A student who is placed in English Deficiency (Reading) must remain in the course until he can show by his performance on examination that he is qualified for the work of English. Instruction is given individually or to small groups scheduled by special arrangement.

THE PLACEMENT TEST IN ENGLISH

Placement in the English courses is based (1) on the student's scores on the reading, writing, and linguistic aptitude parts of the entrance tests and (2) on a two-hour essay written at the beginning of the placement-test program. Topics for the essay are announced at the beginning of the period devoted to it. Students are given a choice of several topics, all on matters of common knowledge. No special preparation for the placement test in English is needed. *Students are requested to bring a fountain pen and an eraser to the test.*

On the basis of the results of the various parts of the English placement test, a student may (1) be excused from the comprehensive examination in English or (2) be required to pass the examination. If he is weak in reading, he is required also to pass the qualifying examination in English Deficiency (Reading). If his writing is deficient, he is required to pass the qualifying examination in English Deficiency (Writing).

Any student whose achievement on the English and humanities tests is good enough to excuse him from the comprehensive examinations in English and Humanities 1 and 2 may begin the Humanities 3 course without further preparation. A student who is excused from the Humanities 1 and 2 examinations but not from the English examination must pass the English examination before he may register for the Humanities 3 course.

GENERAL COURSES IN MATHEMATICS

The College offers a one-year course in mathematics, which is designed to fill both the needs of students for whom this is to be a last course in mathematics and the needs of students who intend to pursue the subject further. It presupposes a knowledge of elementary algebra and plane geometry such as is ordinarily acquired in high-school courses in these subjects.

MATHEMATICS (A, B, C). The major objectives of this one-year course are the following: to train the student in the statement, organization, and communication of scientific ideas (logical discourse and deductive systems); to deepen his insight into the nature and forms of mathematical thinking (method of abstraction, language of symbols, structure of mathematical systems); and to supply him with certain facts, concepts, and method basic to exact science (relations and functions, number systems, analytic geometry, trigonometry). The subject-matter of the course is selected and treated with these objectives in view.

The first part of the course presents conceptual apparatus adequate to the needs of elementary mathematics. The course begins with a study of sets, of subsets, and of ordered pairs. These notions, in turn, are used in formulating precisely the concepts of relation and function. Attention is then given to the logical meaning of propositions. Propositional forms and their solutions sets are discussed, and the meaning of quantification is brought out. Finally, analysis is made of the processes of definition and proof, the structure of deductive and of mathematical systems, and the connections between a system and its models. These various concepts and methods are then utilized in a study of the commutative group.

In the middle part of the course, certain features of numbers and number systems are discussed. In this connection, the field is defined and its elementary properties explored. One model of the field—the system of rational numbers—is studied intensively, special emphasis being given to the transformation of rational expressions and the solution of rational equations. Next, the "order" aspect of numbers is considered, and the ordered field is developed. The final phase of this discussion sees a postulational characterization of the system of real numbers and a treatment of real equations and inequalities.

The last part of the course centers on functions and relations in the set of real numbers. Since geometrical methods are particularly useful in this study, the elements of analytic geometry are first developed. Careful examination is then made of certain simple types of real functions and relations specified by algebraic equations. The course concludes with a treatment of the transcendental "circular" functions and their application to the solution of triangle problems. The course seeks to give the student significant mathematical experience without requiring him to master elaborate mathematical techniques. It is recognized, however, that certain manipulative skills are necessary to an understanding both of this course and of later courses in the natural sciences. Such skills therefore receive appropriate attention.

The course meets five times each week.

MATHEMATICS DEFICIENCY (A). This one-quarter course is required of those students whose performance in the mathematics placement test indicates serious deficiencies in the manipulative skills of arithmetic and algebra. The course may be taken concurrently with Mathematics A, since the skills developed by Mathematics Deficiency do not come into extensive use in Mathematics until the second quarter.

COLLEGE ALGEBRA—(ELECTIVE). The study of college algebra involves the study of variables, functions and the theory of equations. Some of the topics included are the binomial theorem, logarithms, progressions, probability and the mathematics of investment. Three hours per week, first half-year.

TRIGONOMETRY—(ELECTIVE). The study of trigonometry involves the study of trigonometric functions, angles, reductive formulas, fundamental identities, radian measure, equations and the solution of triangles. Three hours per week, second half-year.

THE PLACEMENT TEST IN MATHEMATICS

The placement test in mathematics contains items of two kinds: (1) those which test the basic knowledge and manipulative skills ordinarily taught in high-school mathematics courses and (2) those which test other skills and abilities—essentially the skills and abilities aimed at in Mathematics—that are important to the understanding and use of mathematics. The questions on basic knowledge and manipulative skills cover the work usually given in a

year-course in elementary high-school algebra, a year-course in elementary plane geometry, and a more advanced course in high-school mathematics (second-year algebra and/or plane trigonometry), *with chief emphasis devoted to elementary algebra*. A review of fundamental facts and manipulative techniques in any course which may have been taken previously by the student is desirable if several years have elapsed since his study of mathematics courses. On the other hand, no student is expected to prepare any subject in which he has had no formal training. The student is urged to examine all items on the placement test carefully and to do as many of the questions as possible, even though some of the concepts and processes may seem unfamiliar to him.

On the basis of his performance on the placement test, a student is either excused from the comprehensive examination in Mathematics or required to pass the examination. Students who are especially weak in basic knowledge or manipulative skills are required to register in the Mathematics Deficiency class *in addition to* a regular section of the course.



COURSES IN FOREIGN LANGUAGES

LANGUAGE 1. A general course in language meeting once each week during the Winter quarter. It is normally taken concurrently with one of the elementary foreign language courses. Class discussions, supplemented by a collection of readings and by appropriate particularization in the foreign language courses, provide an introduction to various aspects of language study: language as a system of vocal sounds, the history and relationships of languages, grammar, the problems of meaning, and the relationship of language study to other studies. The course is intended to supplement the study of a particular foreign language by introducing or expanding topics of language study which contribute to the aims of general education.

FIRST-YEAR COURSES

FRENCH 1 (A, B, C). ELEMENTARY FRENCH. A one-year course with fluent and accurate reading of standard French as the major objective. Secondary emphasis upon oral-aural abilities. Special attention to aspects of French culture and civilization.

GERMAN 1 (A, B, C). ELEMENTARY GERMAN. A one-year course. The aim is to train the student to read German, to understand spoken German, and to acquire some facility in written and oral expression. In the third quarter the student is given special training in the reading of more difficult German texts with the aid of a dictionary.

SECOND-YEAR COURSES

Second-year courses in foreign languages, although not required for the A.B. degree, are available.

FRENCH 2 (A, B, C). INTERMEDIATE FRENCH. French grammar, composition, and conversation. The course is designed to give the student a knowledge of French grammar and to afford practice in writing and speaking. Subjects for themes and discussions will be derived from the reading of selected literary texts.

GERMAN 2 (A, B, C). INTERMEDIATE GERMAN. A one-year course. The aim is to train the student to read more difficult German, to increase his comprehension of spoken German, and to develop greater facility in written and oral expression. All of the readings are

list of significant German literary works (dramas, short stories, essays, poems, etc.).

THE PLACEMENT TESTS IN GENERAL LANGUAGE PROBLEMS AND FOREIGN LANGUAGES

The placement test in general language problems (Language I) is taken by all new students. Although this test calls for some factual information, greater emphasis is placed on understanding of the various points of view from which language problems may be approached, on the variety of aims, methods, and subject matters included in attempts to arrive at solutions to language problems, and on the assumptions about the nature and functions of language that are revealed in the different ways of dealing with these problems. In the grammar section, for example, the student is expected to be able to recognize and distinguish the several bases on which grammatical systems can be built and the different interests and points of view which determine the kinds of analyses of language which grammarians make. This test does not require competence in any foreign language.

On the basis of the results of the Language I placement test, a student either is required to pass the comprehensive examination in Language I or is excused from the examination. Any student who is excused from the comprehensive examination in a foreign language but not from the examination in general language problems must pass the Language I comprehensive examination.

The placement tests in the foreign languages are designed to measure:

- a) Ability to read with considerable facility and accurate understanding prose of moderate difficulty. The degree of difficulty on this part of the examination in a language may be indicated roughly by reference to such texts as:
 - in French—Anatole France, *Le Livre de mon ami*; Alphonse Daudet, *Tartarin de Tarascon*
 - in German—Arthur Schnitzler, *Der blinde Geronimo und sein Bruder*; Paul Heyse, *L'Arrabbiata*
 - in Greek—simple Attic narrative prose
 - in Italian—Deledda, *Il vecchio della montagna*; Goldini, *La locandiera*
 - in Latin—Caesar, *Gallie Wars*
 - in Spanish—A. Palacio Valdes, *La hermana San Sulpicio*; Pio Baroja, *Zalacain el aventurero*

(It must be emphasized that the placement test in a language is *not* based on any text listed here. The works referred to are intended only to indicate what is meant by "prose of moderate difficulty.")

- b) A recognition knowledge of vocabulary and idioms sufficient to enable the student to read widely; a smaller active vocabulary adequate for ordinary written and oral communication.

- c) An acquaintance with the essentials of grammar of the sort included in the usual elementary grammar texts for colleges. This part of a test demands not only the recognition and identification of forms and constructions but also the active use of proper forms and constructions in translating from English.
- d) In the case of the modern languages, ability to understand readily the spoken language within reasonable limits of speed, vocabulary, and idiom.
- e) In the case of German, ability to translate, with the aid of a dictionary, more difficult German prose into English. (*Each student taking this test should bring a standard German-English dictionary to the examination.*)
- f) In both French and Italian, some knowledge of the geographical, historical, economic, and cultural aspects of the country.

A student may take the placement test in any of the foreign languages listed in paragraph (a). If he has had training in more than one of these languages, he should take the test in that language in which he considers himself most competent. A student who has had no training in a foreign language is not expected to take a placement test but is required to pass the comprehensive examination in a foreign language.

On the basis of his performance on the placement test, a student may (1) be excused from the comprehensive examination in a foreign language, or (2) be excused from part of the course in preparation for the examination, or (3) be advised to take an entire course in preparation for the examination. It is not necessary that a student meet the requirement by passing the comprehensive examination in the language in which he has taken the placement test; the requirement may be met by passing the comprehensive examination in another foreign language offered in the College.



McKee Hall (Residence Hall and Dining Room)



THE INTERRELATIONSHIPS OF THE FIELDS
OF KNOWLEDGE

OBSERVATION, INTERPRETATION, AND INTEGRATION (A, B, C).
A one-year course designed to equip the student with knowledge and intellectual disciplines necessary for a theoretically and practically meaningful "integration" of the different fields of knowledge which are the subject-matter of the other general courses. The course is not designed to provide the student with a final or dogmatic philosophy of science or of life; rather it is concerned to increase the student's ability to raise and answer fundamental questions in intellectual and practical activities, and to do so consistently and with fuller awareness of the advantages and disadvantages of alternative approaches to basic questions. The course consists primarily in the analysis, comparison, and application to one another of papers which deal with identical or similar problems in different ways. The first quarter is devoted to problems of the *organization* of the fields of knowledge: solutions to these problems are analyzed and compared in terms of the underlying principle or principles of organization, the consequent differentiations and interrelationships between different sciences and arts, and their educational implications. In the second quarter, *methods* proposed for the sciences come under scrutiny: how data and general propositions are related to each other in the acquisition and testing of knowledge. In the third quarter, an explicit analysis of *principles* involved in the sciences and their organization and in the methods relating facts and propositions is undertaken: the various ways in which principles may be sought, applied, and tested. Three discussion periods each week.

THE PLACEMENT TEST IN THE INTERRELATIONSHIPS
OF THE FIELDS OF KNOWLEDGE

Since the Observation, Interpretation, and Integration course is intended for students who have completed all but the final year of study in the humanities, the natural sciences, and the social sciences, a placement test is offered only to those students who have demonstrated by unusually high performance on the placement tests in these fields that they not only are prepared for the work of the course but may already have acquired the competence developed in the course. Such students are invited, at the time of their registration conference, to apply for the placement test in Observation, Interpretation, and Integration.

HISTORY

HISTORY OF WESTERN CIVILIZATION (A, B, C). A course designed to give the student a general understanding of the history of Western civilization from the ancient world to the present age. In addition to providing a knowledge of chronological and causal relationships of the major events, institutions, and personalities of Western history, the course intends to place historically specific documents, ideas, and materials which are the subject-matter of the College curriculum, to invite the students' critical judgment of particular formulations of history, and to show how other disciplines make use of history. It is expected that students registering for the course will have met the requirements of the College in Humanities 2, Social Sciences 2, and one or more courses in the natural sciences.

*THE PLACEMENT TEST IN THE HISTORY OF
WESTERN CIVILIZATION*

A placement test in the History of Western Civilization is offered to all new students who wish to take such a test, even though they have not met the prerequisites stated for the course. This test is not part of the regular series of common placement tests, however, and should be taken only by those students who have read widely or had considerable training in history. The test is given after the other placement tests are completed, and new students may register for it at the time they register for their first courses in the College.

COURSES IN FINE ARTS

The Fine Arts Courses include art, music and drama. These elective courses are planned to develop a general understanding of these arts along with increasing performing skill, continuing and developing interests already aroused through participation in art classes, choral groups and drama.

ART

The courses in art are designed to furnish fundamental preparation for professional and non-specialized activity. Placement tests are given at the beginning of the year and students are enrolled in the courses that best meet their needs.

ART 1 (A, B, C) FUNDAMENTALS OF ART—(Elective). A general introductory study of art, designed to familiarize the beginning student with the various mediums of expression, to stimulate the imagination and to develop original ideas. Practical application of the basic principles of design, tone, color, and composition is stressed. Two 2-hour studio periods each week.

ART 2 (A, B, C) ANATOMY AND COMPOSITION—(Elective). The emphasis in this course is upon good draftsmanship and structural drawing as it applies to the human figure and general composition. The arrangement of line, form and mass is analyzed thus affording the student general interest in and appreciation of art as well as building a sound background for future vocational study. Prerequisite: Art 1 or its equivalent. Two 2-hour studio periods each week.

ART 3 (A, B, C) DESIGN AND COMMERCIAL ART—(Elective). The detailed study of design as it applies to all art forms affords valuable experience as a foundation for accurate selection of home furnishings and develops originality and individuality in expression. Advertising layout, general illustration, fashion design and lettering are stressed, thus providing foundational skills for commercial art. Prerequisite: Art 2 or its equivalent. Two 2-hour studio periods each week.

ART 4 (A, B, C) PAINTING—(Elective). This course provides advanced study in painting. Oil, transparent watercolor and tempera are the mediums used. Attention is given to compositional theories, advanced color harmony, and the development of individual techniques in landscape, still life and portraiture. Prerequisite: Art 3 or its equivalent. Two 2-hour studio periods each week.

THEORY OF MUSIC

ELEMENTARY HARMONY (A, B, C)—(Elective). Study of ear-training, dictation, sight-singing, and elementary harmony, and specifically the following: Introduction to principles of chord structure; intervals, primary and secondary triads, dominant seventh and ninth chords, secondary seventh chords, modulations to closely related keys; written exercises based upon figured basses and given melodies; analysis of hymn tunes and Bach chorales; emphasis upon the harmonization of original melodies; singing and playing of scales, intervals, and triads; performance of various keyboard patterns in all major and minor keys; practice in reading at sight, singing in correct pitch, and detecting difference in rhythmic patterns; ear training through dictation of increasing difficulty in rhythmic patterns, intervals, and melodies. Three hours each week.

PIANO

The courses in piano include all grades of material required for progressive musical development and involve a special adaptation to the needs of each student. Particular attention is given to thoroughness in foundation work. Public student recitals are given at intervals during the year. Students may enter courses for which they are found qualified by an audition. Entering students who have had previous instruction should be prepared to perform one selection and present a list of repertoire previously studied.

PIANO 1 (A, B, C) ELEMENTARY I—(Elective). Piano fundamentals for students with no previous training include the following: Adult beginner methods, short pieces, sight-reading and ensemble experience; construction and performance of major scales in one octave; major triads and their inversions, simple cadences; the creation of acceptable tone; attack upon rhythmical problems growing out of the student's individual need. One 1/2-hour private lesson and a minimum of four hours practice each week.

PIANO 2 (A, B, C) ELEMENTARY II—(Elective). A course for students who are ready for second grade material includes the following: Construction and performance of major and minor scales and arpeggios; exercises to assure adequate technique for playing the easier works of classic, romantic and modern composers; sight-reading and ensemble work. One 1/2-hour private lesson and a minimum of four hours practice each week.

PIANO 3 (A, B, C) INTERMEDIATE—(Elective). A course for students who have completed elementary requirements includes the following: Performance of major and minor scales, major and minor arpeggios in rhythms; exercises for the development of various touches, including legato, staccato, half-staccato and leggiero; selections from the composers of classic, romantic and modern periods. Two 1/2-hour private lessons and a minimum of six hours practice each week.

PIANO 4 (A, B, C) ADVANCED—(Elective). A course for students who have completed intermediate piano requirements includes the following: Major and minor scales in octaves, thirds, sixths, and tenths; tonic arpeggios, dominant and diminished seventh arpeggios in all positions; exercises as needed to maintain and improve pianistic touches, as stated above; appropriately difficult works from the pens of masters of the classic, romantic and modern schools; sight-reading and ensemble. Two 1/2-hour private lessons and a minimum of six hours practice each week.

ORGAN

Lessons are offered on Hammond organ, and students are classified like those in piano. Materials used include beginner's method books, studies in pedal phrasing, and compositions, sonatas, and suites of classic, romantic, and modern schools. Training and experience is given in hymn playing, accompanying soloists, transcribing piano scores for organ, and experimenting with and creating new registrations.

VOICE

Training is given in the fundamentals of voice culture, such as breath control, resonance, tone quality, diction, and flexibility. Students are placed in one of the four following classes after an audition.

VOICE I (A, B, C) ELEMENTARY I—(Elective). Vocal study for beginners. The fundamentals of voice are approached through the song itself. Vocalise is used to develop inadequacies as they present themselves in the composition. Considerable use of folk song. One 1/2-hour lesson per week and a minimum of four hours practice each week.

VOICE 2 (A, B, C) ELEMENTARY II—(Elective). A continuation of Voice I with emphasis on advanced songs in English and Italian.

One ½-hour lesson per week and a minimum of four hours practice each week.

VOICE 3 (A, B, C) INTERMEDIATE—(Elective). Open to students with previous training and experience in performance. English, Italian, and German lieder. Study in oratorio repertoire. One ½-hour lesson per week and a minimum of four hours practice each week.

VOICE 4 (A, B, C,) ADVANCED—(Elective). Open to students with exceptional ability in voice and musicianship. Full repertoire, readings in voice culture, and instruction in advanced theory. One ½-hour lesson per week and a minimum of four hours practice each week.

DRAMA

Students are registered in Drama 1 and Drama 3 on the basis of placement tests.

DRAMA 1 (A, B, C) ELEMENTARY ACTING — (Elective). Thorough training in voice development, and body control and coordination are stressed in the elementary drama course. Emphasis is also placed on interpretation of poetry, on choral reading, on study of scenes from dramatic literature, and on one-act plays which are presented in the latter part of the year. Two meetings each week.

DRAMA 2 (A, B, C) PLAY PRODUCTION—(Elective). This course is open to any student who is interested in the production-side of the theatre. Scene design, lighting, costuming, make-up, and other phases of theatre work will be studied. The student will receive practical experience from working on dramatic productions throughout the year. During the latter part of the year students prepare and present the one-act plays which will be given in competition. Ten hours of theatre laboratory are required each quarter. Two meetings each week.

DRAMA 3 (A, B, C) ADVANCED ACTING—(Elective). This course is designed for the students of exceptional ability and progress. Each student chooses his own material and adapts it for public performance. Recitals are given frequently throughout the year. One hour each week plus one hour private lesson each week.

PHYSICAL EDUCATION

Shimer College in its Physical Education program emphasizes sports participation rather than "spectator interest." The aim in both men's and women's physical education is to develop the physical fitness of students and to interest them in learning skills which will be of value to them after they leave school. Every student in the College participates in three one-hour physical education classes each week. In addition to regular instruction in physical education, the staff provides a range of activities in an informal recreational program. Activities include basketball, baseball, volleyball, hockey, archery, tennis, golf, swimming, badminton. Registration in riding, on payment of an additional fee, is possible through contract with Glengarry Farm Stables. Regular registration in riding may replace the required formal instruction in physical education.

Upon entrance each student presents, on blanks furnished by the College, a medical examination and vaccination certificate from his own physician. The choice of an activity in the physical education program is determined by the findings of this examination.

THE COLLEGE ADVISORY SYSTEM

The plan of education in the College by encouraging individual initiative and giving to each student a program based upon his own competences and weaknesses in general education, necessitates an advisory system which takes a comprehensive view of each student's needs.

Advisers selected from the Faculty of the College are regularly available to counsel students on academic matters and related problems. Both men and women serve as advisers; and each adviser counsels both men and women students. Every student is assigned to an adviser when he enters the College and, in so far as is practicable, continues under the guidance of the same adviser throughout his period of residence.

An attempt is made to choose advisers who are not only familiar with all aspects of the program of the College, but who are also particularly fitted for counseling students on matters relating to their plans for later advanced study or professional training.

The new student first meets a College adviser at an orientation period conference in which the adviser explains to the student the results of his placement tests, outlines the program which he will have to complete for the Bachelor's degree, and assists him in registering for the courses he is to carry during his first year in the College. In most instances, this adviser will continue to counsel the student throughout his residence in the College. A student may be assigned another adviser, however, if this appears to be desirable in terms of the student's needs and interests. A student confers with his adviser frequently during the school year. Occasional group conferences are arranged, in which students have an opportunity to ask questions concerning College regulations which are puzzling to them. Advisers are regularly available for individual conferences with students. Each student is expected to have frequent conferences with his adviser every quarter. Whenever an adviser considers a conference necessary, he sends the student a written request that he make an appointment.

Mid-quarterly and quarterly reports on the work of College students are made by instructors and are referred promptly to the advisers. Students who have failed to make satisfactory progress in their studies are called in for advisory conferences. In such a conference, the adviser

and the student attempt to discover the nature of the student's difficulty and to find means by which the student may improve in his work. They may decide that the student should reduce his academic program, follow a more systematic plan of study, or discuss his problems more frequently with his instructors. If the student appears to be encountering difficulty because of a major deficiency in preparation for the work of the College, the adviser may recommend that the student take special remedial courses, such as those in writing and reading, in order to develop more effective study techniques. The adviser and the student may also discuss the student's participation in extra-curriculum activities and try to arrive at a satisfactory balance between the student's studies and his extra-curriculum interests. Not infrequently the adviser may help a student select those extra-curriculum activities which offer the greatest opportunity for the profitable use of leisure time.

The adviser functions as a source of information and a co-ordinator of other student services. Although the responsibility of the adviser is primarily that of helping students to obtain the greatest possible benefit from their academic work, he frequently is consulted on personal problems. He is a sympathetic and understanding listener, ready to counsel the student to the fullest extent of his ability, but he does not attempt to offer advice on matters outside his competence. The adviser may consult the head of the residence hall where the student lives, his parents, members of the physical education staff, and his instructors in an effort to bring together different points of view and to make the counsel given the student most effective.

STUDENT LIFE AND ACTIVITIES

The College believes that its most important function is to assist students to grow intellectually. This objective is more effectively accomplished if students also enjoy recreational activities. The student who devotes all of his time to intellectual pursuits runs the risk of missing normal social and emotional growth. Consequently the College encourages the student to participate in extra-curriculum and other social activities and provides staff and facilities for these purposes.

The student's interests in athletics, dramatics, art, music, and journalism are provided for as an integral part of his program. Directors of student activities are available to help each student plan a program of appropriate extra-curriculum activities.

For the student at Shimer College, religion is an attitude of life which permeates the curriculum and which has as its goal the discovery of permanent, sustaining and satisfying values. The program is so organized that it aids the student in making a religious adjustment to the realities of life and provides a foundation for a religious commitment. Bi-weekly chapel services are conducted by the Director of Religious Activities and by visiting ministers.

The purposes of the Student Christian Association are to create and sustain a spirit of friendship on campus, to discover the true values of life and relate them to living, and to extend friendship beyond campus to include fellowship with peoples of all nations, races, and creeds.

Four dormitories on the Shimer campus provide attractive living accommodations for men and women students. Life in these dormitories provides a stimulating background for study and for social contacts. Each of the residence halls is under the personal supervision of a head resident who lives in the hall. All students unless they live at home are expected to live in College dormitories; any request for an exception to this regulation should be addressed to the Dean of the College.

Student life at Shimer is organized to give students a maximum amount of freedom and responsibility commensurate with their degree of maturity. A student handbook, which defines student activities and special regulations in detail, is published in the early part of the summer.

LOCATION AND EQUIPMENT

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi river, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 64, 72, 78 and 88. Paved highways lead to urban centers in five different directions.

Shimer College has the advantage of long years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve main buildings, constructed of brick and stone, heated by steam from a central plant. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is provided by stand-pipes with hose connections on each floor and by fire escapes on every large building where students reside.

Shimer College occupies a rolling campus of approximately thirty-two acres on the south edge of the town of Mount Carroll. Toward the south end of the campus are located three cement tennis courts, a nine-hole golf course, and playing fields for baseball, hockey, volleyball, and archery.

DEARBORN HALL

(1903)

This building for instrumental and vocal music is named for Mrs. Isabel Dearborn Hazzen, head of the Department of Music for more than twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, '69, a sister of Mrs. Hattie H. LePelley, a former trustee, who gave liberally toward the erection and furnishing of the building. The campus grill is on the ground floor. Through the generosity of Miss Zella Corbett, the lounge on the first floor was refurnished in 1939 in memory of her sister, Miss Bertha Corbett, '16. This dormitory provides space for thirty-eight students.

WEST HALL

(1906)

West Hall is a well-equipped home for forty-nine students. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. A faculty social room is also on the ground floor. In 1945 an entrance was constructed between West Hall and McKee Hall, for the post office and book store.

METCALF HALL

(1907)

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the school, whose son, Dr. Henry S. Metcalf, was long president of the Board of Trustees. Andrew Carnegie contributed \$10,000 toward the erection of this building. Metcalf Hall contains the offices of administration, class rooms, and the auditorium. In the auditorium is a new Hammond organ contributed in 1946 by Mrs. Annabel Culver Joy as a memorial to Dr. Raymond Culver, former president of the College.

POWER PLANT AND LAUNDRY

(1911)

INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. It contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A nurse is in constant residence.

SCIENCE HALL
(1914)

This building provides all of the facilities for the work in science and mathematics. Additional space is available for other College classes.

McKEE HALL
(1922)

McKee Hall was built by funds contributed by the Baptist Board of Education. The ground floor contains the central dining room which was entirely reconditioned and refurnished in 1938 through the generosity of Mr. and Mrs. W. E. Goodman of Chicago. The other floors have a kitchenette, ample bathrooms, and rooms for fifty-eight students. This building is named for William Parker McKee in honor of his completion of twenty-five years of service as President. The college kitchen, which adjoins McKee Hall, was completely rebuilt in 1946.

CAMPBELL LIBRARY
(1925)

The library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie M. Campbell, '07. The college is also indebted to Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution.

In 1937 the Carnegie Corporation of New York made a grant of \$1,500 for the general reading collection of the library, purchases being made over a three-year period. The equipment of the main reading room occupying the entire first floor, was increased in 1939 and 1940 by the gifts of Mr. and Mrs. S. J. Campbell.

In the south room on the second floor is the Heinze Music Room which contains the Carnegie Music set received in December, 1940. This set now is a collection of over 1,000 records of fine music and a specially designed Lyon and Healy phonograph. The records are fully indexed and filed in the listening room where they are available for student and faculty use. The center room on the second floor houses the Carnegie Art set which was received in 1941. This set in-

cludes 130 volumes on art and related subjects and 900 classified reproductions. The north room is used for art exhibits.

Open shelves in the main reading room and basement stacks care for the present collection of approximately 14,000 volumes, files of magazines, pamphlets, government documents, and bulletins. Through the services of the librarian and faculty, the resources of the library are utilized to serve all phases of the college program.

The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by Mrs. Isabel Dearborn Hazzen from the library of her husband, Henry Wilmarth Hazzen, long a teacher in the College. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. In 1937 Miss Jessie M. Campbell presented one hundred selected volumes from her library.

SAWYER HOUSE

(1926)

Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, '71. It is built in the colonial style of architecture in harmony with the other buildings of the campus.

GYMNASIUM

(1929)

The building contains on the first floor a tile-lined swimming pool, 25x60 feet, and showers, dressing rooms, drying-room, lockers, and modern facilities for the refiltration and purification of the water in the pool.

On the upper floor are the gymnasium floor, the offices of the instructors in Physical Education, additional showers, dressing rooms, and lockers. The main room, 52x87 feet, gives ample space for indoor games and gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a modern system of lighting for work in drama.

BENNETT HALL
(1937)

In 1937 College Hall, which was built in 1909, was entirely reconstructed and refurnished through the generous gift of the children of Myrtle Stevens Bennett, '80, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a students' kitchenette, and the head resident's apartment. This dormitory now accommodates sixty-five students.

RINEWALT HOUSE
(1944)

Rinewalt House serves as the residence of the Dean of the College.

GLENGARRY FARM STABLES
(1941)

The use of Glengarry Farm Stables located three miles west of Mount Carroll has been extended to the College by Mr. and Mrs. S. J. Campbell for the purpose of instruction in horseback riding. There are 240 acres of rolling countryside, numerous riding trails, and a large riding ring. The main building was designed in colonial style to match the buildings on the Shimer campus. The building includes stalls for twenty-four horses with a large central exercise space, an apartment for the trainer, the director's office, and a large lounge.

EXPENSES

FEES

1. **APPLICATION FEE** \$ 5.00

This fee accompanies the original application for admission. No part of this fee is either refunded or applied as an advance payment on other fees.

2. **RESIDENT STUDENT FEE**, including tuition for a normal program of three or four courses*, room, board, infirmary, one private lesson course in Fine Arts:

- (a) **First Quarter, payable on admission** \$100.00

(This amount is refundable providing the student withdraws prior to August 15. If the student enters, \$20.00 of this amount is held as a breakage and damage deposit which is refundable at the end of the school year. The balance of \$80.00 applies on the first quarter fee.)

Payable upon registration \$315.00

- (b) **Second Quarter, payable upon registration** \$395.00

- (c) **Third Quarter, payable upon registration** \$395.00

Fees under this section cover the charge for academic instruction, board, room and services offered by the college infirmary. This includes the services of the nurse, and common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises and wounds, and infirmary service in case of minor illnesses. Fees of physicians called in for diagnosis and treatment are paid by the student. Cost of X-rays, ambulance charges and expenses of trips to hospitals or to consult out-of-town physicians are also paid by the student.

All club and class dues, admissions to lectures, recitals, athletic events, dramatic productions and special events held on the campus, student publications, year book, diploma fees, etc. are also included.

3. **DAY STUDENT FEE** including tuition for a normal program of three or four courses*, one private lesson course in Fine Arts. Payable upon registration at the beginning of each quarter \$105.00

This includes the charge for academic instruction and all club and class dues, admissions, etc. as enumerated in the last paragraph under No. 2.

4. **SPECIAL FEES, quarterly**

- (a) **Comprehensive Examination** \$25.00

A fee of \$25.00 per course, per quarter, for each comprehensive examination taken by a student who does not register for the courses offered to prepare him for the examination.

- (b) **Special Course Examinations** \$5.00 or \$10.00

When mid-quarterly tests are taken before or after the time scheduled, a special fee of \$5.00 is charged for each test. If the final quarterly examination is taken before or after the time scheduled, a special fee of \$10.00 is charged for each examination.

*For each additional course above four (except courses in Fine Arts) the charge is \$25.00 per course per quarter.

(c) **Riding**

The fee for lessons in Riding, provided by Glengarry Farm Stables, is \$75.00, \$50.00, and \$75.00 for the first, second and third quarters respectively, or \$180.00 for the school year if paid in advance. This fee is payable to the Director of Glengarry Farm Stables. **\$50.00 or \$75.00**

(d) **Private instruction in Voice, Piano, Organ, Drama, one lesson per week**

This charge is made only when the student elects to receive private instruction in more than one course. A fee of \$35.00 is charged for each additional private instruction course. **\$35.00**

(Private instruction in one course is included under Nos. 2 and 3.)

(e) **Organ practice**

\$7.50

(f) **Single or Suite rooms**

\$20.00

An additional charge of \$20.00 per quarter is made for suite rooms and certain single rooms in Bennett Hall and for certain single rooms in West Hall. (Normally a dormitory room accommodates two students; charges for which are included under No. 2.)

Non-payment of accounts. All fees are payable on or before the due dates specified. No reports, statements of scholastic standing, transcripts or diplomas will be issued until all accounts of whatever character have been settled in full.

Installment accounts. If financial circumstances require that tuition accounts be paid in installments, definite arrangements must be made with the business office before the due date of such tuition.

Refunds for withdrawal. All services and facilities are necessarily on the basis of a full scholastic year. Therefore no refund in any amount will be granted to students who withdraw voluntarily or upon request of the administration.

It is the practice, however, to make some concession when illness, as certified by a physician's written statement, requires a student to leave school for the remaining portion of a quarter. No refund, however, will be made for withdrawal during the last four weeks of any quarter.

*Stimer College will endeavor to keep all fees as low as is consistent with maintaining high standards, but it reserves the right to make changes, when required, without notice.

ENDOWED SCHOLARSHIP FUNDS

Hattie Hathaway Scholarship

In 1918 the will of Mrs. Hattie Hathaway LePelley, of Freeport, Illinois, for many years a trustee of the college, provided "\$10,000 for a Hattie Hathaway Scholarship." The present value of this fund is \$11,410.51. The estimated annual income from this fund is \$585.00.

Dearborn-Anne McKnight Scholarship

This endowed scholarship was established in 1943 by a gift from Mr. and Mrs. W. A. McKnight, of Aurora. The principal of the fund is \$4,582.68. It provides an annual scholarship of \$200 to a student in vocal music adjudged to show the greatest promise.

The Jessie Hall Miles Scholarship

In 1945 Mr. J. H. Miles deposited with the college the sum of \$2,000 in U. S. Government Bonds, representing the principal of a student aid fund that was administered by Mrs. Miles for many years as a means of helping students to attend the college. The present value of the fund is \$2,416.13 and the estimated annual income is \$124.00.

Mary Jane Board Scholarship

This endowed scholarship was provided in 1945 under the will of Gertrude D. Board in memory of her mother. It was a bequest of \$1,500 "to establish a scholarship, which shall be known as the Mary Jane Board Scholarship." The present value of the fund is \$1,676.92. The approximate annual income is \$86.00.

Retta Tomlinson Scholarship

In 1945 Miss Lillian M. Tomlinson established this scholarship in memory of her sister. The will specified "the sum of \$2,000 to be invested and called the Retta Tomlinson Scholarship. The income from said fund shall be used for worthy students who have received their preliminary education in the city of Mount Carroll, Illinois." The present value of the fund is \$2,235.89. The income available each year is approximately \$115.00.

SPECIAL ENDOWMENT FUNDS

Lectureship Fund

In 1914 Mrs. Susan E. Rosenberger and husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in memory of Mrs. Rosenberger's mother. Each year a special lecture is provided by the income from this fund. The present value of the fund is \$1,141.05. The approximate annual income is \$59.00.

The Dickerson Art Gallery Fund

In 1930 J. Spencer Dickerson, a former trustee, bequeathed a sum of \$1,000 to be used "in such manner and for such purposes as the Board of Trustees thereof may from time to time determine." The Board of Trustees later designated this gift as an endowed fund, the income to be used for the Dickerson Art Gallery. The value of the fund is now \$1,141.05, and the approximate annual income is \$59.00.

Dr. George R. Moore Memorial Fund

In 1945 Dr. Blanche Moore Haines, of Three Rivers, Michigan, bequeathed \$20,000 "to be known as the Dr. George R. Moore Memorial Fund and shall be used to improve and promote the teaching of sciences." The original fund, after payment of state inheritance taxes, was \$18,100. The present value is \$20,234.78, and the estimated annual income is \$1,037.00.

The Henry Wilmarth Hazzen Library Fund

In 1927 Mrs. Isabel Dearborn Hazzen, for many years a member of the faculty of the College, bequeathed the amount of \$2,000.00. The income from the Hazzen Fund is used for purchases for the College Library. The present value of the Fund is \$2,282.09, and the estimated annual income is \$130.00.

ENDOWMENTS

Shimer College is now undertaking a special program to enlarge its educational scope and resources. It appeals to friends to be mindful of the varied services which the College has rendered to the cause of the education of young people for a period now approaching a century.

Gifts and bequests for scholarships will aid worthy students who are not wholly able financially to secure an education. A relatively small amount of money invested for such purposes makes returns far in excess of its market measure or value. The College welcomes the opportunity to become stewards of such funds, and to aid private individuals and friends to realize, in human satisfaction, the greatest rewards from their gifts.

FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$_____ to be invested for the permanent endowment of the Academy.

FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$_____ to be invested and called the _____ Scholarship.

FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of _____ dollars, in trust, to pay over the same _____ days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.



SHIMER COLLEGE
MOUNT CARROLL, ILLINOIS